

DOCUMENT RESUME

ED 275 575

SO 017 470

AUTHOR Callaway, Rolland; Baruch, Steven
 TITLE Study of the Attitudes of Teachers and School Administrators Toward Leisure and Leisure Education.
 PUB DATE Mar 86
 NOTE 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
 PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)
 EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS *Administrator Attitudes; *Attitude Measures; Higher Education; *Leisure Education; *Leisure Time; Semantic Differential; *Teacher Attitudes

ABSTRACT

This study focuses on leisure as a social issue and the school's responsibility toward leisure education. One hundred twenty-six teachers and school administrators attending graduate classes at the Department of Curriculum and Instruction, University of Wisconsin-Milwaukee from 1983 to 1985 were administered two instruments. The survey sample included representation from kindergarten through post secondary levels, practically all subject areas, and small-town, suburban and city experience. The first of the two instruments, the "Semantic Differential," which measures what leisure means to people, presented 18 activities of leisure to which the subjects responded in terms of 4 polar adjectives on a 4-point scale. The second approach, a 15-item Likert instrument, used a 4-point scale from Strongly Agree to Strongly Disagree and measured attitudes towards leisure as a social issue and as a function of schools and schooling. The findings showed that the subjects did have meanings and that they also had differences in their views towards leisure and leisure education. Questions raised by the study were (1) what are schools expected to do in regard to leisure education? (2) what do schools do in regard to leisure education? (3) what should schools be doing in regard to leisure education? The appendix includes 14 tables showing the statistical data of the study. (SY)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED275575

STUDY OF THE ATTITUDES OF TEACHERS AND SCHOOL ADMINISTRATORS
TOWARD LEISURE AND LEISURE EDUCATION

BY

ROLLAND CALLAWAY AND STEVEN BARUCH

MARCH 1986

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

*Rolland
Callaway*

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

047470

Study of the Attitudes of Teachers and School Administrators

Toward Leisure and Leisure Education

Rolland Callaway
Department of Curriculum and Instruction
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin
and
Steven Baruch
Milwaukee Public Schools

This study is the result of an abiding interest in leisure as an aspect of the lives of people and how leisure should or might be included in education and schooling. Probably this interest began in our study of philosophy and the philosophy and history of education. More recently, however, it is related to the plethora of "reports" and recommendations concerning American education and the goals and curriculum of schools. The debate concerning "general education" and "vocational and career education" is a case in point. The study is also related to recent interest and study of teacher thinking and their curricular and instructional decisions (Johnson, Markle and Boland, 1985).

Background

The study reported here is one of several studies concerning leisure and leisure education conducted over a period of years. Essentially, the questions addressed in this study are:

NOTE: We thank Patricia D'Auria, Philip Smith, and Robert Remstad for their assistance in the study.

Working Draft: Not to be reproduced without permission of the authors.

1. What are the beliefs and attitudes--the "meanings"--of teachers and administrators concerning leisure?
2. What are teachers' and administrators' attitudes toward leisure as a social problem and as a goal of schooling?

We proceeded from two perspectives. First, there is a great deal in the study of philosophy about leisure. Second, as indicated in our comments and selected bibliography, there is plenty in current literature. As we studied the question, we were reminded of a comment by Phenix concerning definition (Phenix, 1958). He states, "Definition consists of a statement of equivalence between the concept to be defined and a set of other concepts whose meaning is presumed known on other grounds." We found that we were indeed confronted with concepts which were not "known on other grounds." We were confronted with terms such as "free time," "recreation," "play," and other confusing ones, such as "work," "job," "profession," "career."

We held discussions with a variety of groups of people about the issue and their meanings--particularly with teachers and administrators in classes concerning curriculum and instruction. We were struck by the diversity of opinions, attitudes and indeed biases which people have on leisure. We decided to embark on a more organized study--particularly with teachers and school administrators.

We referred again to the literature in philosophy and philosophy of education concerning the general issue with particular emphasis on leisure education. Neither time or space permit an extensive review of the literature. However, three basic sources are of particular importance and interest. First is the classic work of Herbert Spencer

titled "What Knowledge if of Most Worth?" (Spencer, 1881). Spencer proposed the following hierarchy of "needs," the last which referred to the pursuit of leisure and recreation activities.

1. Those that minister directly to self-preservation.
2. Those that secure for one the necessities of life.
3. Those that help in the rearing and disciplining of offspring.
4. Those involved in maintaining one's political and social relations.
5. Those that fill up the leisure part of life, and gratify taste and feelings.

A second source is the famous Cardinal Principles of Secondary Education. (Commission on the Reorganization of Secondary Education, 1918). The commission identified the following principles:

1. Health
2. Command of fundamental processes.
3. Worthy home-membership
4. Vocation
5. Citizenship
6. Worthy use of leisure time
7. Ethical character

The commission stated that:

The naming of the above objectives is not intended to imply the process of education can be divided into separated fields. This cannot be, since the pupil is indivisible. Nor is the analysis all-inclusive. Nevertheless, we believe that distinguishing and naming these objectives will aid in directing efforts; and we hold that they should constitute the principle aims in education.

In regard to the worthy use of leisure time, the Commission stated:

Education should equip the individual to secure from his leisure the re-creation of body, mind, and spirit and enrichment and enlargement of his personality.

This objective calls for the ability to utilize the common means of enjoyment, such as music, art, literature, drama, and social intercourse, together with the fostering in each individual of one or more special avocational interests.

Heretofore, the high school has given little conscious attention to this objective. It has so exclusively sought intellectual discipline that it has seldom treated literature, art, and music so as to evoke

right emotional response and produce positive enjoyment. Its presentation of science should aim, in part, to arouse a genuine appreciation of nature.

The school has failed also to organize and direct the social activities of young people as it should. One of the surest ways in which to prepare pupils worthily to utilize leisure in adult life is by guiding and directing their use of leisure in youth. The schools should, therefore, see that adequate recreation is provided both within the schools and by other proper agencies in the community. The school, however, has a unique opportunity in this field because it includes in its membership representatives from all classes of society and consequently is able, through social relationships, to establish bonds of friendship and common understanding that cannot be furnished by other agencies. Moreover, the school can so organize recreational activities that they will contribute simultaneously to other ends of education, as in the case of the school pageant or festival.

In 1972 a third source: A bicentennial committee of the National Education Association was asked to "reframe" the Cardinal Principles of Education. The committee interviewed a number of people, including 95 youths in junior and senior high school. They were asked whether the original seven principles retained their merit and, if so, what are the new ways in which they should be interpreted, amended, or applied in anticipation of our changing social, economic, and political conditions. The results of interviews were analyzed by the project chair, Harold Shane of Indiana University (Shane, 1976).

In his comments concerning worthy use of leisure, Shane notes that one senses that the work days during the early 1900s were long and generally characterized by arduous physical labor. On the work ethic in relation to leisure, Shane notes that in such an orientation, one earns leisure via work. There is also the notion that what leisure one does earn should be used in "worthy ways." In regard to the Cardinal Principles, Shane notes that the school was advised to organize recreational activities so "that they will contribute simultaneously to other ends of education." He goes on to say:

In examining this principle, the Bicentennial Panelists noted that the line dividing work and leisure has blurred since 1918, both because there is more time for relaxation available to more people today, and because an energy-intensive economy leaves them less physically fatigued than does a labor-intensive one. The breakdown of the work-leisure economy probably will be furthered as more men and women engage in work-type activities that have now begun to assume more of a recreational nature. Gardening, redecorating a room, crocheting, gourmet cooking, building a carport--all of these involve work, but they are also leisure-time activities, since they are undertaken outside of on-the-job employment.

Sixty years ago, the commission wrote that leisure was intended to recreate body, mind, and spirit and enrich the personality through experiences involving music, art, literature, drama and social

activity Today, too, leisure time is well used for recreative purposes and as a means to self-fulfillment, but the channels that education should seek to develop, according to the Bicentennial Panelists, are much broader, and the time for enjoying leisure is potentially greater.

As education seeks to enhance the ability to enjoy free time, it also needs to show awareness of a factor that is sometimes overlooked: The limited leisure of millions of people who are obliged to work on a second job or overtime because of the gap between an income and their aspirations or needs. Here schools and other educative agencies continue to be challenged to develop the skills and to encourage the productivity that permit the attainment of economic levels at which leisure time is available.

A second, more subtle factor relating to leisure time, is that increasing complexity in Americans' lives erode time that might otherwise be used for recreative, self-fulfilling activity. The wives and mothers or husbands and fathers of 1976 have many gadgets and devices that their parents or grandparents lacked, but they also have many tasks to perform that were mostly unknown to their grandparents. While this factor varies both with sex roles and with economic conditions, it provides a new task for education: Helping young and old alike to prevent today's complexities from totally eroding their leisure time.

In this context, then, a few comments on a number of recent statements which reflect on the issue of leisure and leisure education are in order.

Margaret Meade stated in a conference some time ago that "Western society still supports the ethic that only hard work can justify pleasure." She noted that the Western culture maintains that "one should only indulge in pleasure in order to be able to work harder. The purpose of week-end leisure was to be fresh for work on Monday morning." She went on to say that "other societies have no equivalent word for leisure. It is only our peculiar Western culture which thinks that leisure is wicked and that, therefore, to have fun you have to work very, very hard."

A recent article by Nancy J. Stohs which appeared in The Milwaukee Journal was titled "No Time." She states that most of us are living a

lifestyle in which we are continually searching for more time. "We manipulate time. We beg for, borrow or steal it (usually from sleep). We fantasize about it" (Stohs, 1985).

She quotes Edward Cornish, President of the World Future Society, in regard to this time problem: "Many theories are being offered as reasons. They range from the flood of women into the work force, to a societal trend toward efficiency and maximum productivity." In his view, "a major villain is an ever-growing list of temptations. The opportunities of the way you could spend your time were relatively few in the past compared to today." He contends that people have so much to do today they have difficulty making choices. Cornish also notes that raising the educational level of people has resulted in planting a broad range of interests in people that they cannot possibly cultivate in one lifetime. Yet, he says, we feel compelled to try. Another of our temptations, he states, is television. Television is increasingly eating up huge amounts of people's time. The average person spends 3 to 4 hours a day watching television. In a recent report, the television Bureau of Advertising puts the figure at 7 hours, 10 minutes per household.

Frank Fuerstenberg, professor of sociology at the University of Pennsylvania, says that it wasn't until the twentieth century that people began to think about leisure as a separate part of their lives. Up to this time people's lives were largely controlled by the demands of work, particularly those engaged in agriculture. He notes that a recent Gallup Poll shows how this expectation has become a part of our society. When asked to rate the importance of leisure time on a scale of zero to ten, 58% of those responding rated it 8 or higher. (When teachers and

administrators in curriculum planning classes were asked the question, the response was essentially the same--8 or higher with a very few indicating a 5, 6, or 7.)

Cornish, as quoted by Stohs, also believes that our attitude about time cuts across all age levels. For example, he notes that many people are choosing early retirement, but he finds it interesting that retired people seem to have no difficulty filling up their time. On the other hand, another group of people (sometimes referred to as "yuppies") who aspire to a life of affluence are finding it increasingly difficult to find time for leisure. Their need for the goods and material things of this world are such that they must work longer and harder in order to produce the money to buy them. Professor Ronald Stampfl, of the University of Wisconsin-Madison, refers to these people as "money well-to-do, but time poor." For this group, he says, "Time is a limited resource and money isn't." Jane Hood, sociologist at the University of Wisconsin-Milwaukee, links this trend to the quest for ever higher living standards, borne along with Madison Avenue's mass advertising style. She states: "The consumerism of our society, from the turn of the century on, combined with inflation has meant that people keep on wanting more and more things and the only way to get them is to put in more working hours."

Stohs lists some tangible results of all these things that we can see today. One is that some things just don't get done--for example, reading. Surveys show that, while people continue to increase the time they spend watching TV, time spent reading is declining. Another result relates to sex and intimacy. Stohs quotes a recent study conducted at

the Masters and Johnson Institute which found that career women were twice as likely to suffer from an inhibited sexual desire than unemployed women or women with lower skill jobs. One major reason, according to Masters and Johnson, is a limited time for intimacy. (By the way, we include sexual activities and intimacy under the category of socializing. This may be a "cop-out" but we wanted to use the instrument with early adolescents and adolescents.) Another consequence of this time crisis is interaction with children. Stampf indicates that ten minutes of "quality time" does not make up for two hours of "medium time." Another result is less time for friendships and relationships with extended family. One tangible result is the notion of sleep, and a less tangible attention to health in general. The tendency seems to be to do with less sleep in order to provide for other activities. (Our study does include sleep as a category).

One of the buzz words which appeared in the context of the study is "workaholic." Generally, it refers to the pace of overly ambitious achievers who exist at all levels of society. Some sociologists estimate that as many as one person in twenty is afflicted with this disease. Workaholics are addicted to their work--driven by compulsion to busyness. Some psychologists contend that this busyness is oftentimes simply a distraction from other conflicts which are too painful to face. John Neulinger, professor of psychology at City University of New York, says that many workaholics suffer from a leisure phobia, a fear of being idle. He, and others, however, make a distinction between a hard working person and a work addict--that is, the work addict is usually vaguely aware that his life is one-sided.

Finally, in this all too brief analysis of the issue, there is a recent report of a survey by Lewis Harris (1985) to contradict much of the literature of the past decade or so which contends that people are being faced with an increasing amount of leisure time. (The survey was conducted by telephone with a national cross-section of 1,252 adults in October 23-27, 1985.) Harris says, "Since 1973, the median number of hours worked by Americans has increased by 20%, while the amount of leisure time available to the average person has dropped by 32%." He indicates that longer work time includes time spent doing such things as keeping house, going to school, and traveling to or from a job or school. He notes that the longer work hours and shorter leisure time runs counter to the predictions that were made 10 to 20 years ago when it was assumed that automation and technology would shorten the work week and give most people much more leisure time; but that precisely the opposite has happened. Harris indicates in the survey that the leisure hours available went from a median of 26.2 in 1973 to 18.1 in 1984, and 17.7 in 1985. At the same time he indicates the median number of hours worked went from 40.6 in 1973 to 47.3 in 1984 and 48.8 in 1985. It is interesting to note, that the most affluent segments of our society are where the biggest squeeze on time is. That is, they work the longest hours and have the least time for leisure. Harris suggests that one of the reasons for this shift is that an increasing number of women are now working, meaning that both spouses are spending more time at work and have less time for leisure.

Another cause Harris notes is the fact that the country has shifted away from blue collar production to white collar service jobs, where

white collar workers traditionally have more flexibility in the way they allocate their time. Harris indicates that, "If people want to spend time on something badly enough, they are likely to find the money to do it. Up to now, the assumption has been that people have money to do something and want to commit to it, they will find the time." Again, this reflects on the "yuppie" idea and the fact that people will commit time to work in order to buy an additional automobile, a fancier stereo, etc. Harris identified several groups of people who have the least available leisure time--small business people; professional people; those with incomes of \$50,000 and over; the baby boom generation; and women who work.

The Harris survey presents some interesting implications for the study presented here. Specifically, what are the activities or categories of life which are to be considered as leisure? Studs Terkel in his book, Working, reports that George Allen, former coach of the Washington Redskins and known as a hard taskmaster, believes that everyone is entitled to eight hours of leisure a day--but there is no reason it should not be combined with sleep (Terkel, 1972).

This question of identifying categories or activities has been a major concern in the development of this study of leisure as a social issue and leisure education. We acknowledge there are other taxonomies of leisure which are as reasonable and valid as the one we have developed. The point is made by two favorite comic strip characters. One of Frank and Ernest in which the caption states: "Food, clothing and shelter--I wish there was some way we could simplify our lives." The second, by Hagar the Horrible, in which Hagar's son says, "Dad, what is

life?" Haggar replies, "Life is fighting, raiding, drinking beer, partying and playing games." The son says, "There has to be more than that." Haggar says, "There is, but I just covered the important parts."

In summary, the study presented here is the result of almost ten years of interest and study of leisure and leisure education. Much of this concern resulted from the emphasis on career education and vocational education in the schools and in the school curriculum. More recently, there has been the emphasis on the "basics" and academic subjects. As we discussed, the issues and questions concerning leisure education with students, colleagues and others, we were struck by the wide diversity of opinions which people hold. In fact, these opinions are more like biases that seem to be firmly held.

In this study, we were interested in the following questions:

1. What are teachers' and school administrators' definitions or "meanings" of leisure?
2. How do they feel about leisure education as a function of schooling?

Method

An instrument was developed which involved two basic approaches: a "Semantic Differential" to get at the definition or "meaning" of leisure (Osgood, Suci and Tannenbaum, 1957) and a Likert scale instrument to determine attitudes toward leisure as a social issue and as a function of schools and schooling.

In the development of a Semantic Differential, we asked numerous people in classes and casual meetings to identify what came to mind when

they were presented with the term "leisure." From these responses and the general literature, an instrument was developed with the following eighteen sub-concepts or activities:

- sports (activities such as hunting, fishing, golf, tennis, jogging)
- attending sports events
- watching sports events on television
- watching television (general; does not include sports)
- traveling (vacations, camping, just riding around)
- further education (taking night courses, etc.)
- do-it-yourself (improving a home, repairing a car)
- arts and crafts
- musical activities (performing, playing an instrument, etc.)
- music (attending performances, listening to music)
- part-time work
- sleep
- doing nothing (just relaxing; no pressure to do anything)
- reading
- nature (gardening, hiking, etc.)
- socializing (time with friends, playing games, eating, drinking, etc.)
- movies
- shopping

Participants in the study were asked to respond to these activities in regard to four sets of polar adjectives on a four point scale:

- good-bad
- impossible-possible
- interesting-boring
- low class-high class

The four sets of adjectives were selected with reference to the work of Osgood, Tannebaum, and Suchi. Two limiting factors should be mentioned in regard to the development and use of the Semantic Differential. First, we do not attempt to deal with all three dimensions of semantic space; i.e., evaluative, activity, and potency. Thus, our Semantic Differential might be considered more an attitudinal instrument. Second, we have limited the sets of adjectives to four and have used a four-point rather than a seven-point scale to simplify responses and to urge respondents toward one or the other end of the scale.

As indicated, the second part of the study attempts to ascertain general attitudes about leisure as a social issue and the function of the schools in regard to leisure education. A Likert instrument of fifteen items was developed from the review of the literature. (The 15-item instrument used in this study is a condensed version of a 42 item instrument used in several other studies.) A four-point scale from Strongly Agree to Strongly Disagree was used.

Finally, in regard to the method of the study, the basic rationale and concern is that teachers' and administrators' attitudes are reflected in their goals of education and in their curriculum decisions and instructional strategies.

The data presented in this study were obtained from 126 teachers and school administrators attending graduate classes in the Department of Curriculum and Instruction at the University of Wisconsin-Milwaukee from 1983 to 1985. They are teaching and administering in schools--public and private--in Southeastern Wisconsin. The population includes a representative group from kindergarten through the post-secondary level; practically all subject areas; and small town, suburban, and city experience.

The data is presented by mean scores and standard deviations for the various scales and items.

The data are also analyzed by sex and level of experience; i.e., primary, intermediate, middle/junior high, high school, post-secondary, and those with more than one level. Data comparing teachers' and administrators' responses are not presented because essentially there were no differences. Data on a study utilizing the Semantic Differential part of the instrument with 85 city high school students are presented as a comparison.

Analysis and Discussion:

The Semantic Differential

The means and standard deviations for the 18 activities on the four scales, Good-Bad, Impossible-Possible, Interesting-Boring, Low-Class-High Class are presented in Table 1. Table 2 presents the rank order of the mean scores on the four scales. As indicated, Travel, Reading, and Attending Music performances rank highest on the Good-Bad scale while Part-Time Work, Watching Sports on Television and Sleep rank the lowest. The standard deviations indicate that there is the greatest agreement on Travel, Attending Music and Reading and greatest disagreement on Sleep, Shopping and Watching Sports on Television.

Attending Music performances, Reading, Further Education, and Socializing ranked highest on the Impossible-Possible scale--i.e., they are viewed as possible. (It should be noted that the participants in the study were actually engaged in "Further Education.") Ranked lowest on the Impossible-Possible scale are Part-time Work, actually Performing Music Activities, Watching Sports on Television, and Sleep, i.e., they tend to be viewed as impossible. Of these perhaps "Sleep" is the most interesting to contemplate.

On the Interesting-Boring scale, Travel, Reading, and Socializing are viewed as the most interesting, while Sleep, Watching Sports on Television, and Part-Time Work are viewed as the least interesting.

The participants rank Watching Television, Watching Sports on Television, and Part-Time Work as Low-Class, while Travel, Reading, and Further Education rank High-Class. This would seem to indicate, if the general surveys are true, that people do not necessarily engage in those

activities which they view as "High Class"--reading versus watching television, for example. It should be noted, however, that the participants had the most difficulty with the Impossible-Possible and Low-Class-High Class scales. They tended to want more clarification as to what these meant with a sense of not wanting to "go on record." This came out in subsequent discussions, particularly in regard to Watching Television, Sleep and Doing Nothing. It seems as much as "we" watch television, it is not "Good" and it is "Low Class," while Reading is both "Good" and "High Class." In the discussions, it was interesting that some "Sports" are viewed as higher class than others.

Table 3 presents an analysis of percentage of responses by sex on the four scales. The responses have been aggregated by Good or Bad, Impossible or Possible, Interesting or Boring, and Low Class or High Class. On the Good or Bad scale, the greatest differences are on Shopping and Watching Sports on Television, with Sleep third. (It would seem that marriage counselors would be well-advised to recommend that the lady go shopping while the man watches sports on TV.) The greatest differences on the Impossible-Possible scale--more females view Attending Sports as impossible, more females view Arts and Crafts as possible, more males view Part-Time Work as Possible, and more females see Shopping as possible. On the Interesting-Boring scale, the greatest difference are that females view Shopping and Arts and Crafts as more interesting than males. On the Low Class or High Class scale, the greatest differences by sex are in regard to Shopping and Part-Time work. Males trend to view Shopping as Low Class while females view Part-Time Work as Low Class. Again, it is interesting to note that both sexes tend to view Watching

Television and Watching Sports on Television as Low Class while Travel and Reading are viewed as High Class.

The data from the Semantic Differential were also analyzed in regard to the level of teaching or administration by the participants; i.e., primary, intermediate, middle or junior high, high school, post-secondary and more than one level.

As might be expected, there is some disagreement by level on most of the activities. However, there is practically no disagreement on the Good or Bad scale in regard to Travel, Reading, Socializing and Further Education. The responses toward the "Bad" end of the scale as compared to other levels are post-secondary in regard to Sports Activities, and Doing Nothing, Watching Sports on TV and Nature by the middle and junior high respondents (see Table 4).

In regard to the Impossible or Possible analysis by level, there are several interesting differences. Ninety-three percent of the primary respondents see Attending Sports as possible, as compared to only 50% of the post-secondary. Seventy-one percent of the post-secondary view Further Education as Possible while all other groups are over 90% (see Table 5). On the Interesting-Boring scale by level, all agree that Traveling, Reading and Socializing are interesting. Sleep, Part-Time Work, Watching TV and Watching Sports on TV are viewed as boring--with Sleep the most boring of all (see Table 6). On the Low Class or High Class by level, 100% of all groups view Travel as High Class. Over 90% of all levels rate Reading, Further Education, and Socializing as High Class. The greatest differences across levels are on Attending Music events, Movies, Nature, and Shopping (see Table 7).

The Attitude Instrument

There are eight items on the attitude instrument which focus on leisure as a social issue and seven on leisure and schooling.

Table 8 presents the means and standard deviations for the items concerning leisure as a social issue. Note that the strongest agreements are on the items "All work and no play makes Jack a dull boy," and "Sometimes an activity can be leisure and other times it can be considered work." In the subsequent discussions, the participants tended to argue for a life style with a reasonable balance of work and leisure. The strongest disagreement was on the item, "The society should provide free leisure programs and activities for young people." Again in the subsequent discussions, there was a general concern as to who should "pay" for the provision of opportunities for leisure activities.

In an analysis of the social issue items by sex, several differences stand out (see Table 9). On the item, "An activities is not leisure if you are required to do it," 57% of the females agree, while 44% of the males agree. Eighty-three percent of the females agree that "The society should provide free leisure programs for retired people while 69% of the males agree. Note that 87% of the males believe that leisure should emphasize activity rather than being a spectator, while 76% of the females agree. There seems to be a basic difference of the sexes as to the extent the society should "pay" for leisure opportunities.

Table 10 presents an analysis of the social issue items by level. Note that there is general agreement that "All work and no play makes Jack a dull boy" and "Sometimes an activity can be considered leisure and at other times it can be considered work." In general, the most disagreement is on those items concerned with who should pay.

Table 11 presents the means and standard deviations for the items on leisure and schooling. In general, and in the subsequent discussions, the respondents do feel that the schools do have responsibility for both providing for leisure activities during school life and preparation for after school life. Note that the strongest agreement is on preparation for the worthy use of leisure time after school life. The weakest agreement is that school activities related to leisure education should be extracurricular and homework should be limited so students can participate in more leisure time activities. It is interesting that 34% of the females agree with limiting homework while only 20% of the males agree (see Table 12).

The attitude scale was also analyzed in regard to the level of experience of the respondents (see Table 13). It is recognized that there is a relatively small number at each level, however some interesting differences do appear. Perhaps the most interesting are those of the postsecondary level which is understandable because they are generally more involved in programs of "work" education. Note that the greatest differences were in regard to the "homework" question.

The Semantic Differential was used in a similar study with 85 students attending a large midwestern high school. Table 14 presents a comparison of the ranking of the mean scores of the teachers and administrators and the ranking of the mean scores of the high school students. Note that on the Good-Bad scale for the teachers and administrators the highest ranked activities are Traveling, Reading and Socializing or Attending Music while for the students the highest three are Shopping, Movies, and Traveling or Socializing. Reading is ranked tenth by the students. The most "possible" activities for the students

are Socializing and Watching TV while for the teachers and administrators they are Attending Music events and Reading. Teachers and administrators view Traveling, Reading and Socializing as the most interesting while the students view Socializing, Traveling and Movies as most interesting. The students rank Nature activities, Sleep and Watching Sports on TV as the most boring. Teachers and administrators rank sleep, Watching Sports on TV and Part-Time Work as the most boring. (Sleep seems to be considered an activity which is necessary in order to be able to engage in other activities.) Teachers and administrators view Watching TV, Watching Sports on TV, and Part-Time Work as low-class and Traveling, Reading, and Further Education as high-class. Students rank Nature, Sleep and "Do It Yourself" as low-class and Traveling, Attending Music events and Shopping as high-class. (We will leave other comparisons and conjectures up to the reader.)

Conclusions and Implications:

The general focus of the study is on leisure as a social issue and the responsibility of the schools in regard to leisure education. It is recognized that there are differences as to what leisure "means" to people and how leisure fits with other facets of life. In regard to leisure and schooling, it is recognized that the schools share the responsibility for transmitting the values of the society and culture with other social institutions and agencies.

The study is premised on the general belief that teachers and administrators have and should have a philosophy of life and education on which to base their thinking and curricular and instructional decisions.

(The present emphasis on "teacher thinking" and "mental planning" is a case in point.)

As has been indicated, the instruments used in the study were developed to elicit "meanings" and attitudes concerning leisure as a social issue and the question of the role of schooling in leisure education. The use of the instruments and subsequent discussion in classes dealing with curriculum and instruction has been very interesting. Teachers and administrators do have views--they do have meanings--and they do have differences as is indicated by the data presented.

We do not generalize beyond the population included in the study nor analyze the data in regard to statistical significance. We view our efforts as pilot or preliminary activity. (As a matter of fact we proposed this for a small round table discussion with the intention of having any participants respond to the instrument and then discuss their responses in comparison to our data.)

It is recognized that a concern for leisure and leisure education must be considered in the context of the general history of education and curriculum development such as general education, the fine arts, industrial arts and home economics and physical education.

Traditionally and typically, leisure education in the context of schooling has been of minor rather than major importance. There is no doubt that the American school and the American school curriculum has a work and work ethic orientation. Activities generally related to leisure education are either extracurricular and/or elective. The important question is how this orientation "fits" with current social issues and circumstances. Whether the school is to pay more than "lip service" or

extracurricular attention to leisure education depends upon the meanings and feelings that the people who support the schools have about the whole leisure issue as well as what they believe schools and schooling are all about. This study is an attempt to gather some data about how some teachers and administrators feel about the issue.

It is the contention of the investigators that schools and schooling should take more responsibility for (1) preparing learners to live a life of leisure, and (2) provide a curriculum that includes more leisure activities which are part of their present lives and which may serve as leisure activities in the future. If we are to do this we must know more about what people mean by leisure, what their attitudes are, and what they feel the functions of the schools are regarding the issue.

It would seem that a next step might be to devise alternative curricular and instructional models for leisure education in much the same way that has been done for career and vocational education. It is interesting, however, to consider such a proposal--such a concern--in the context of the recent reform reports and proposals.

Perhaps it is fitting to end our presentation by paraphrasing John Goodlad's comments about the goals of schooling. We have asked and intend to pursue the questions:

1. What are schools expected to do in regard to leisure education?
2. What do schools do in regard to leisure education?
3. What should schools be doing in regard to leisure education?

And, finally, we believe that teachers' and administrators' "meanings" and attitudes concerning this issue is a critical factor in whatever happens now and in the future.

References:

- Baruch, Steven. "The Philosophy of Leisure Education: Analysis and Implications (Unpublished paper, Department of Curriculum and Instruction, University of Wisconsin-Milwaukee) 1974.
- Brightbill, C. K. The Challenge of Leisure. Englewood Cliffs, N.J.: Prentice-Hall, 1960.
- Callaway, Rolland. "Teachers' Beliefs Concerning Values and the Functions and Purposes of Schooling." Research in Education, ED 17710, February, 1980.
- Callaway, Rolland. "Leisure Education: The Other Side of the Coin," Forward: Journal of the Wisconsin Association for Supervision and Curriculum Development, Spring, 1977, pp. 13-20.
- Commission on the Reorganization of Secondary Education. Cardinal Principles of Secondary Education, Washington, D.C.: National Education Association 1918.
- Corbin, H. D. and W. J. Tait. Education for Leisure. Englewood Cliffs, N.J.: Prentice-Hall, 1973.
- Didato, Salvatore, "Are You a Workaholic?" The Milwaukee Journal, November 28, 1985.
- Green, T. F. Work, Leisure, and the American Schools, New York: Random House, 1968.
- Harris, Louis. "The Leisure Time Crunch," The Milwaukee Journal, December 26, 1985.
- Johnson, J. Howard, Glenn C. Markle, and Boland, James. A. "What Research Says to the Practitioners--About Teacher Thinking." Middle School Journal February, 1985.
- Osgood, Charles E., George J. Suci and Percy H. Tannenbaum. The Measurement of Meaning. Urbana, IL: University of Illinois Press, 1957.
- Phenix, Philip H. Philosophy of Education. New York: Holt, Rinehart and Winston, 1958, Chapter I.
- Radloff, Lois. "An Investigation Into the Leisure Attitudes of Junior High School Students." (Unpublished Master's Paper, University of Wisconsin-Milwaukee), 1974.
- Shane, Harold. "The Seven Cardinal Principles Revisited," Today's Education. September-October, 1976, pp. 57-752.

Sizer, Theodore R. Horace's Compromise: The Dilemma of the American High School New York: Houghton Mifflin Co., 1984.

Spencer, Herbert. Education: Intellectual, Moral, and Physical. New York: D. Appleton and Company, 1881.

Stohs, Nancy. J. "No Time," The Milwaukee Journal, June 30, 1985.

Terkel, Studs. Working. New York: Pantheon Books, Random House, 1972.

RC:9/0

TABLE 1

LEISURE: SEMANTIC DIFFERENTIAL

N=126 Teachers and Administrators

Scale: 1 (Good, Impossible, Interesting, Low-Class)

4 (Bad, Possible, Boring, High Class)

Activities	Good-Bad		Impossible Possible		Interesting-Boring		Low Class-High Class	
	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	$\bar{S}$	$\bar{X}$	S
SPORTS-ACTIVITIES	1.59	.895	3.32	.802	1.86	.985	3.04	.726
ATTENDING SPORTS	2.05	.957	3.08	.849	2.18	.958	2.72	.744
WATCHING SPORTS-TV	2.61	1.058	2.98	1.067	2.81	1.026	2.20	.732
TRAVELING	1.12	.374	3.31	.860	1.17	.525	3.64	.546
FURTHER EDUCATION	1.34	.683	3.55	.760	1.61	.754	3.48	.619
"DO IT YOURSELF"	1.84	1.015	3.04	.949	2.19	1.051	2.76	.824
ARTS & CRAFTS	1.69	.848	3.11	.953	2.01	.988	3.08	.673
MUSICAL ACTIVITIES	1.55	.863	2.91	1.024	1.85	.947	3.38	.659
ATTENDING MUSIC	1.28	.534	3.67	.581	1.46	.716	3.45	.590
PART-TIME WORK	2.79	1.05	2.40	1.062	2.67	1.000	2.21	.816
SLEEP	2.43	1.149	2.98	.945	3.13	.975	2.26	.851
DOING NOTHING	1.44	.736	3.01	1.016	2.10	.966	2.95	.832
READING	1.18	.545	3.56	.748	1.38	.730	3.50	.632
WATCHING TV	2.42	.837	3.07	.831	2.52	.869	2.19	.717
NATURE	1.51	.829	3.35	.791	1.84	.891	3.10	.709
SOCIALIZING	1.28	.578	3.55	.655	1.43	.641	3.19	.660
MOVIES	1.72	.728	3.12	.816	1.94	.741	2.85	.612
SHOPPING	2.18	1.095	3.12	.920	2.43	1.017	2.79	.815

11/0/pl

TABLE 2

LEISURE: SEMANTIC DIFFERENTIAL

Rank Order of Means on Four Sets of Polar Adjectives
N=126 Teacher and Administrators

Activities	Good-Bad	Impossible-Possible	Interesting-Boring	Low Class-High Class
SPORTS-ACTIVITIES	9	13	8	10
ATTENDING SPORTS	13	8	12	5
WATCHING SPORTS-TV	17	3.5	17	2
TRAVELING	1	12	1	18
FURTHER EDUCATION	5	15.5	5	16
"DO IT YOURSELF"	12	6	13	6
ARTS & CRAFTS	10	9	10	11
MUSICAL ACTIVITIES	8	2	7	14
ATTENDING MUSIC	3.5	18	4	15
PART-TIME WORK	18	1	16	3
SLEEP	16	3.5	18	4
DOING NOTHING	6	5	11	9
READING	2	17	2	17
WATCHING TV	15	7	15	1
NATURE	7	14	6	12
SOCIALIZING	3.5	15.5	3	13
MOVIES	11	10.5	9	8
SHOPPING	14	10.5	14	7

11/0/p.9

TABLE 3

LEISURE: SEMANTIC DIFFERENTIAL

Percentage by Sex on Four Sets of Polar Adjectives

N=126 Teachers and Administrators (88 Female, 46 Male)
(Aggregated to Two-Point Scale)

Activities	Good-Bad		Impossible Possible		Interesting Boring		Low Class High Class	
	Female	Male	Female	Male	Female	Male	Female	Male
SPORTS-ACTIVITIES	82	83	18	7	70	83	15	18
ATTENDING SPORTS	68	67	18	35	63	70	30	30
WATCHING SPORTS-TV	43	63	32	24	35	54	63	70
TRAVELING	100	94	15	22	09	07	2	4
FURTHER EDUCATION	96	85	7	17	89	85	5	4
"DO IT YOURSELF"	75	78	27	35	65	61	27	35
ARTS & CRAFTS	88	72	23	37	77	54	16	24
MUSICAL ACTIVITIES	84	80	33	48	77	70	9	4
ATTENDING MUSIC	97	94	3	9	91	87	4	7
PART-TIME WORK	41	48	52	37	42	53	66	49
SLEEP	48	63	33	22	25	26	63	59
DOING NOTHING	89	94	29	26	62	67	26	22
READING	98	94	9	13	97	87	7	7
WATCHING TV	58	48	25	27	44	49	68	72
NATURE	88	87	13	17	74	74	20	7
SOCIALIZING	96	96	7	13	91	94	14	13
MOVIES	83	93	25	20	76	85	23	36
SHOPPING	72	30	22	37	59	30	26	50

11/0/p2

TABLE 4

LEISURE: SEMANTIC DIFFERENTIAL

Percentage by Level on Good-Bad Scale
(Aggregated to Two-Point Scale)
N=115 Teachers and Administrators

Activities	Primary N=30	Inter- mediate N=9	Middle School N=21	High School N=26	Post- secondary N=14	More than one level N=15
SPORTS-ACTIVITIES	93	78	76	92	57	73
ATTENDING SPORTS	63	67	71	81	64	53
WATCHING SPORTS-TV	53	67	32	69	57	47
TRAVELING	100	100	100	100	93	93
FURTHER EDUCATION	93	89	96	85	93	93
"DO IT YOURSELF"	80	89	77	81	64	73
ARTS & CRAFTS	90	100	86	73	79	87
MUSICAL ACTIVITIES	87	75	76	89	71	80
ATTENDING MUSIC	100	88	96	100	93	93
PART-TIME WORK	37	33	48	46	79	27
SLEEP	53	67	41	54	71	33
DOING NOTHING	97	100	91	93	71	87
READING	100	100	96	100	100	87
WATCHING TV	60	44	67	59	36	73
NATURE	93	100	73	85	86	100
SOCIALIZING	97	100	95	93	100	100
MOVIES	90	100	81	89	79	93
SHOPPING	77	44	36	52	50	60

11/0/p3

TABLE 5

LEISURE: SEMANTIC DIFFERENTIAL

Percentage by Level on Impossible-Possible Scale
(Aggregated to Two-Point Scale)
N=115 Teachers and Administrators

Activities	Primary N=30	Inter- mediate N=9	Middle School N=21	High School N=26	Post- secondary N=14	More than one level N=15
SPORTS-ACTIVITIES	13	11	14	12	14	20
ATTENDING SPORTS	7	44	19	24	50	40
WATCHING SPORTS-TV	33	0	19	27	21	40
TRAVELING	10	22	24	8	14	33
FURTHER EDUCATION	10	0	5	8	29	13
"DO IT YOURSELF"	33	22	19	33	36	33
ARTS & CRAFTS	7	22	19	44	43	33
MUSICAL ACTIVITIES	30	63	29	41	64	33
ATTENDING MUSIC	0	0	0	8	14	7
PART-TIME WORK	47	56	43	39	29	53
SLEEP	37	22	24	28	41	33
DOING NOTHING	17	11	45	31	43	40
READING	3	0	10	15	14	20
WATCHING TV	23	11	-	31	30	33
NATURE	10	11	5	15	21	27
SOCIALIZING	3	0	14	15	8	13
MOVIES	20	22	14	27	21	40
SHOPPING	13	11	24	39	36	33

TABLE 6

LEISURE: SEMANTIC DIFFERENTIAL

Percentage by Level on Interesting-Boring Scale
(Aggregated to Two-Point Scale)
N=115 Teachers and Administrators

Activities	Primary N=30	Inter- mediate N=9	Middle School N=21	High School N=26	Post- secondary N=14	More than one level N=15
SPORTS-ACTIVITIES	77	89	71	78	50	87
ATTENDING SPORTS	70	56	68	80	64	47
WATCHING SPORTS-TV	43	57	24	73	64	33
TRAVELING	97	89	95	96	100	100
FURTHER EDUCATION	80	100	91	81	93	87
"DO IT YOURSELF"	60	89	62	54	50	80
ARTS & CRAFTS	87	67	71	50	57	87
MUSICAL ACTIVITIES	80	100	71	54	71	80
ATTENDING MUSIC	93	89	86	92	86	80
PART-TIME WORK	43	44	41	42	57	47
SLEEP	27	11	29	19	14	20
DOING NOTHING	63	89	70	62	57	53
READING	100	89	86	96	86	93
WATCHING TV	57	44	55	42	31	40
NATURE	86	89	67	50	79	93
SOCIALIZING	97	89	91	92	93	93
MOVIES	87	78	86	73	79	67
SHOPPING	77	44	38	35	29	47

11/0/p5

TABLE 7

LEISURE: SEMANTIC DIFFERENTIAL

Percentage by Level on Low Class/High Class Scale
(Aggregated to Two-Point Scale)
N=115 Teachers and Administrators

Activities	Primary N=30	Inter- mediate N=21	Middle School N=21	High School N=26	Post- secondary N=14	More than one level N=15
SPORTS-ACTIVITIES	17	13	14	20	7	20
ATTENDING SPORTS	31	22	29	16	43	33
WATCHING SPORTS-TV	67	56	76	50	64	73
TRAVELING	0	0	0	0	0	0
FURTHER EDUCATION	7	0	0	8	0	0
"DO IT YOURSELF"	33	22	33	48	43	20
ARTS & CRAFTS	13	11	19	31	29	13
MUSICAL ACTIVITIES	14	0	5	4	0	7
ATTENDING MUSIC	7	22	0	8	8	0
PART-TIME WORK	70	56	67	54	29	60
SLEEP	63	78	67	56	57	60
DOING NOTHING	23	11	35	23	21	7
READING	7	0	5	4	0	0
WATCHING TV	63	56	71	73	79	60
NATURE	28	0	10	15	7	7
SOCIALIZING	13	11	5	19	8	0
MOVIES	14	22	33	27	50	20
SHOPPING	24	33	38	35	54	20

11/0/6

TABLE 8

LEISURE AS A SOCIAL ISSUE

Means and Standard Deviation on Attitude Instrument
 Four Point Scale: 1=Strongly Agree; 4=Strongly Disagree
 N=126 Teachers and Administrators

ITEM	$\bar{X}$	S
1. "All work and no play makes Jack a dull boy."	1.52	.619
3. An activity is not leisure if you are required to do it.	2.37	.766
4. People tend to engage in leisure activities which are considered socially acceptable.	1.93	.531
6. The society should provide leisure time opportunities free of charge.	2.34	.787
8. Sometimes an activity can be leisure and at other other times it can be considered work.	1.61	.639
11. The society should provide free leisure time programs for retired people.	1.95	.748
12. The programs for leisure education should emphasize activity rather than being a spectator.	1.99	.674
13. The society should provide free leisure programs and activities for young people.	2.90	.724

TABLE 9

LEISURE AS A SOCIAL ISSUE

Percentage of "Agree" By Sex
(Aggregated to Two-Point Scale)
N=126 Teachers and Administrators

ITEM	Female N=88	Male N=46
1. "All work and no play makes Jack a dull boy."	95	89
3. An activity is not leisure if you are required to do it.	57	44
4. People tend to engage in leisure activities which are considered socially acceptable.	93	87
6. The society should provide leisure time opportunities free of charge.	67	44
8. Sometimes an activity can be leisure and at other times it can be considered work.	100	98
11. The society should provide free leisure time programs for retired people.	83	69
12. The programs for leisure education should emphasize activity rather than being a spectator.	76	87
13. The society should provide free leisure programs and activities for young people.	76	62

11/0/pl1

TABLE 10

LEISURE AS A SOCIAL ISSUE

Percentage of "Agree" by Level
(Aggregated to Two-Point Scale)
N=126 Teachers and Administrators

Item	Primary N=30	Inter- mediate N=21	Middle School N=21	High School N=26	Post- secondary N=14	More than one level N=15
1. "All work and no play makes Jack a dull boy."	97	100	91	92	83	93
2. An activity is not leisure if you are required to do it.	62	50	52	46	50	50
4. People tend to engage in leisure activities which are considered socially acceptable.	97	100	86	89	92	86
6. The society should provide leisure time opportunities free of charge.	63	56	36	62	50	86
8. Sometimes an activity can be leisure and at other times it can be considered work.	100	100	100	96	100	100
11. The society should provide free leisure time programs for retired people.	83	78	67	77	83	86
12. The programs for leisure education should emphasize activity rather than being a spectator.	97	67	77	83	83	77
13. The society should provide free leisure programs and activities for young people.	83	67	55	69	75	79

TABLE 11

LEISURE AND SCHOOLING

Means and Standard Deviation on Attitude Instrument
Four Point Scale: 1=Strongly Agree; 4=Strongly Disagree
N=126 Teachers and Administrators

Item	$\bar{X}$	S
2. Preparing young people for a life of work is the primary purpose of schooling.	2.58	.690
5. Preparation for worthy use of leisure time is a responsibility of the schools.	2.31	.693
7. The present emphasis on leisure education in the schools is adequate.	2.61	.639
9. School activities which are related to leisure education should be extra-curricular.	2.80	.680
10. More time should be spent on leisure education in the schools.	2.37	.634
14. Homework should be limited so students can participate in more leisure time activities.	2.75	.745
15. The leisure education program of the school should emphasize preparation for the worthy use of leisure time after school life.	1.87	.630

TABLE 12

LEISURE AND SCHOOLING

Percentage of "Agree" By Sex
(Aggregated to Two-Point Scale)

Item	Female N=88	Male N=46
2. Preparing young people for a life of work is the primary purpose of schooling.	41	49
5. Preparation for worthy use of leisure time is a responsibility of the schools.	69	62
7. The present emphasis on leisure education in the schools is adequate.	42	43
9. School activities which are related to leisure education should be extra-curricular.	26	27
10. More time should be spent on leisure education in the schools.	65	57
14. Homework should be limited so students can participate in more leisure time activities.	34	20
15. The leisure education program of the school should emphasize preparation for the worthy use of leisure time after school life.	89	87

TABLE 13

LEISURE AND SCHOOLING

Percentage of "Agree" by Level
(Aggregated to Two-Point Scale)

Item	Primary N=30	Inter- mediate N=9	Middle School N=22	High School N=26	Post- secondary N=12	More than one level N=14
2. Preparing young people for a life of work is the primary purpose of schooling.	40	44	55	54	17	36
5. Preparation for worthy use of leisure time is a responsibility of the schools.	67	78	62	58	83	71
7. The present emphasis on leisure time opportunities free of charge.	40	22	52	42	55	31
9. School activities which are related to leisure education should be extra-curricular.	27	0	50	31	25	14
10. More time should be spent on leisure education in the schools.	63	78	46	50	58	77
14. Homework should be limited so students can participate in more leisure time activities.	40	33	32	20	8	21
15. The leisure education program of the school should emphasize preparation for the worthy use of leisure time after school life.	90	89	91	89	67	93

TABLE 14

COMPARISON OF TEACHERS/ADMINISTRATORS & HIGH SCHOOL STUDENTS

Rank Order by Scale
 N=126 Teachers Administrators; N=85 High School Students

Activities	Good-Bad		Impossible Possible		Interesting- Boring		Low Class- High Class	
	T/A	H.S.St.	T/A	H.S.St.	T/A	H.S.St.	T.A.	H.S.St.
SPORTS-ACTIVITIES	9	6	13	13	8	5	10	12.5
ATTENDING SPORTS	13	11	8	9	12	7	5	14
WATCHING SPORTS-TV	17	18	3.5	10	17	16.5	2	5
TRAVELING	1	3.5	12	6.5	1	2.5	18	18
FURTHER EDUCATION	5	12	15.5	5.	5	13.5	16	8
"DO IT YOURSELF"	12	15	6	4	13	13.5	6	2.5
ARTS & CRAFTS	10	16	9	3	10	15	11	4
MUSICAL ACTIVITIES	8	13	2	2	7	12	14	10
ATTENDING MUSIC	3.5	5	18	14	4	6	15	17
PART-TIME WORK	18	7.5	1	8	16	9	3	6
SLEEP	16	14	3.5	6.5	18	16.5	4	2.5
DOING NOTHING	6	7.5	5	12	11	10	9	9
READING	2	10	17	11	2	11	17	11
WATCHING TV	15	9	7	17.5	15	8	1	7
NATURE	7	17	14	1	6	18	12	1
SOCIALIZING	3.5	3.5	15.5	17.5	3	1	13	15
MOVIES	11	2	10.5	15.5	9	2.5	8	12.5
SHOPPING	14	1	10.5	15.5	14	4	7	16

11/0/p8